

School Library Association
of California

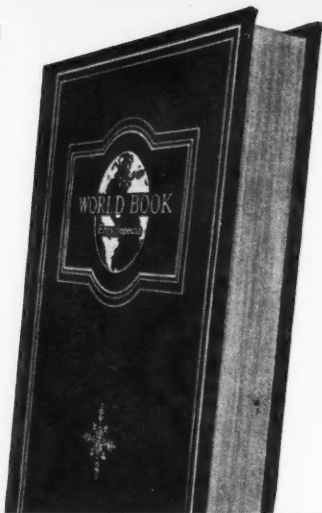
BULLETIN

Vol. 19

MAY, 1948

No. 4

Proving what you
already know—



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Cover Picture: Courtesy of the Bret Harte Jr. High School, Oakland.

IMPORTANT!

Plan to Attend Your Section Spring Meeting: May 8, 1948.

NORTHERN SECTION

Place:

Stockton, at Hotel Stockton.

Program:

Registration: 9:00-10:00.
General Meeting: 10:00-11:45.
Committee Reports.
Speaker: Mrs. Katherine Pedley.
Luncheon: 12:45.
Afternoon Meeting: 1:30-2:45.
Speaker: Mr. Everett V. O'Rourke.
Panel Symposium.

SOUTHERN SECTION

Place:

Pasadena.

Program:

Morning Meeting: Women's City Club.
Book Reviews.
Installation of Officers.
Luncheon: Women's City Club.
Afternoon Meeting: Community Playhouse.
Speakers: Miss Doris Hoyt.
Miss Helen Haines.

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SUBSCRIPTIONS

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MEMBERSHIP DUES ARE \$2.00 A YEAR

Northern Section Members: Send Dues to Miss Nan Sykes, Edison High School, Stockton
Southern Section Members: Send Dues to Miss Katherine Philipps, Harvard School, North Hollywood

The Bulletin of the School Library Association of California
is Issued Four Times during the School Year by the Association

FROM ONE POINT OF VIEW . . .

OUR STATE CONVENTION.

This issue of the Bulletin might be entitled "Fresno in Retrospect" or, "The Library as Coordinating Agency for the Curriculum" since it attempts to put into permanent form some of the fine addresses heard and received with enthusiasm by the school librarians of California on the occasion of S.L.A.C.'s Eighth Annual State Convention. What this issue cannot do, however, is recapture the fun of meeting old friends, of making new ones, the pleasure of turning what was once just a name into a living personality.

It was a fine meeting, one of which we can be justly proud. Important problems were tackled, decisions were reached, resolutions passed. We learned something of the past, present and future role of school libraries; caught a glimpse of the "new look" designed for tomorrow's school libraries and librarians; heard sincere expressions of the importance of the school librarian in directing the reading tastes of our nation, and a plea that we should continue with this important aspect of our work since it is a responsibility not lightly to put aside.

But in spite of all our hard work and the seriousness of our conference, we still found time for laughter and gaiety. Congratulations to all who had a part in planning and arranging this most successful of state meetings!

FACTS AND FIGURES.

No librarian ever works very long without meeting statistics, and this year I have discovered that an editor also encounters them. But because I found them a lot more interesting than the usual ones of circulation and attendance, I herewith present them to you. I am proud of them; I hope you will be too. For did you know these facts and figures about your nineteen-year-old Bulletin?

1. **Circulation.** Six hundred and fifty copies are printed and distributed with each issue. Next year there is every hope that this figure will be increased since the demand for our Bulletin is steadily growing.

2. **Subscribers.** Our Bulletin travels to two foreign countries, Canada and Bulgaria. It can be found in twenty-two different states as well as the District of Columbia. We number among our subscribers most of the outstanding university libraries and library training schools in the country. Lately we have begun to include more and more teacher-training centers. With each issue our exchange list grows.

3. **Publicity.** We are listed in Ayer's **Directory of Newspapers and Periodicals**. Most IMPORTANT of all, we are now regularly analyzed and indexed in **Library Literature**, while occasional bibliographies are entered in the **Bibliographic Index**.

HAIL AND FAREWELL.

It has been fun this past year editing the Bulletin. Fun, hard work, and a great privilege. There have been times when missing copy, late articles, and no ideas in my head have caused me to think "Why, oh why did I ever?" But that was only momentary.

The main feeling was that of fun and accomplishment. For it was fun to plan each issue, to receive eagerly-awaited manuscripts, to talk with the printers, and finally to dummy up from long pages of proof something that eventually became the Bulletin. My main frustration was the fact that I was unable to include all the excellent articles received!

When for the last time I speak to you from this page, I should like to express my sincere thanks to the associate editor, the subscription editor, the assistant to the editor, and the business manager for their grand cooperation and help and give praise to them for a job well done. At the same time my deep appreciation goes to the Bulletin Committee, to the officers and members of the Association, and to all those whose contributions made possible each issue of the nineteenth volume of the Bulletin. Last of all, a special "thank you" to each of you for allowing me the privilege of having served you this last year!

MARY LINS

THE LIBRARY IN THE SOCIAL STUDIES PROGRAM . . .

Those of us who are interested in encouraging the full use of library resources may well ask the question, how can social studies teaching pave the way for the greater use of public libraries by these same students in their adult life? At least two things will need to be done by social studies teachers if there is to be much carry over from the use of the school library to the use of the community library. Students will need to cultivate an interest in books, learn to like books and enjoy reading; they will need to learn to be independent, competent users of library resources. They will need to know their way about a library so well that they will never feel strange in any library. If by the time students have completed high school, they do not enjoy reading and feel secure in the use of the library, then each teacher and librarian who has had such students should very carefully evaluate the teaching procedures which should have developed these desirable outcomes.

It may be that several of the basic assumptions made by class room teachers in social studies with respect to students' reading interests and habits need very careful and critical analysis. One is that "we know" what is best for the student to read. Another is that direction to, but not motivation for, will lead to a love of books and enjoyment of reading. Also that students will make opportunities for themselves to carry on interesting reading programs. Still another is that no values can be achieved in reading unless some kind of a book report is made. Finally that as soon as students leave high school they will use the public library even though they have not used the school library. Any teacher who bases a library program upon any one or any combination of or all of these assumptions will meet with many difficulties. It takes a carefully planned program

OLIVE STEWART

Supervisor of the Teaching of Social Studies, School of Education,
University of California

closely correlated with the course of study to achieve real success in these desirable objectives.

What are some of the factors that will condition the success of such a program? Perhaps the single most essential factor in carrying on a successful library program in the field of social studies is the belief on the part of the teacher that it is a worthwhile objective to work toward. Without that deep conviction there will be so many seeming obstacles to its successful achievement, that any luke warm advocate of the program will fall by the wayside. Another factor that will influence success is the willingness of the teacher to give class time to carrying on the program. It can and should be a program closely integrated with the regular work. Its chances for success are small, if the activities carried on in the library are looked upon as incidental by-products and not as a part of the regular course. A third factor has to do with the extent of planned cooperation between the school and public librarians on the one hand, and the students and teachers on the other. Students who have become accustomed to making use of all the resources in both libraries will not feel strange in any public library upon graduation from high school.

The continuity of the social studies program week by week through grades 7-12 is an important aspect of the work. Only through repeated experiences does one learn to feel at home and secure in a situation. Only through repeated experiences does one develop the habit of use of the library.

A final factor entering into the success of the program, which is basic to all others, is the attitude of the school

administration. If the school administrators' chief interest does not lie in curriculum, in improvement of instruction, in providing up-to-date material selected by trained librarians, then it could be that even the competent social studies teacher may have difficult problems; even the teacher who knows the reading interests of students, has a vision of what can be achieved, a workable plan for carrying it out, and enough common sense to analyze what is happening. For in the last analysis if there are few or no books; and if the books are of 1900 vintage; and if it is more important that books be accounted for rather than used; if there is no trained librarian whose responsibility it is to get and keep new materials on order and in circulation, then the

becomes a planned for and integral part of the social studies work. The library program is given dignity and status for both students and librarians. It handles the problem of providing repeated experiences in the use of the library. Through such continuity and repetition one hopes to get at the illusive interests of adolescents and develop independent reliable library work skills.

It is possible to develop a program extending over several weeks which will permit without interruption, the development of units outlined in the course of study with the use of basic texts, library activities, audio-visual programs, speakers, excursions, and testing. The following illustrates such an integrated program.

Week	Mon.	Tues.	Wed.	Thurs.	Fri.
Feb. 9-13	Library Day Magazines	Unit II—Democracy is Developed on the Frontier Basic Text—Ch. 11			Films: #2301 Frontier Life—#3872—Territorial Expansion
Feb. 16-20	Library Day Browsing	Basic Text—Ch. 12			Excursion to local museum
Feb. 23-27	Library Day ½ Mags. ½ Skills	Basic Text—Ch. 13			Final test over unit

social studies class room teacher just cannot succeed in a program designed to instill an enjoyment of reading and a feeling of independence and competency in the use of the library.

What then are some of the specific things that the class room teacher in social studies can do working cooperatively with both the school and public librarians? The social studies teacher can requisition, through the library, class sets of any of the good junior and senior high school magazines—*The American Observer*, *The Junior Review*, *Current Events*, *The World Today*, *Scholastic*, *Reader's Digest*, *Newsweek* and *Time*; or any other of the many good ones now available and suited to the needs of students.

The regularity of this program is essential to its success. To students it

Continuity of learning experiences will be achieved more easily, when students link the use of the library with the lessons to be learned as well as with the other activities which provide more varied experiences. Students will soon learn to anticipate their day in the library. Its use will become the normal function of the class room. It is inevitable that they will achieve an interest in books, an enjoyment of reading, and an increased skill in their use.

Another plan for use of library resources, especially of books, will meet the needs of students who wish to become very well read in pursuit of a particular interest. Let us suppose a student is interested in his parent's homeland, Sweden. One may suggest that he concentrate his reading in

that field for the semester. The preparation of a bibliography of all available materials in both the school and public libraries is a good starting point. The student will learn how to use the card catalog, *The Cumulative Book Index*, the *Book Review Digest*, and even the *Standard Catalog*. Suggest that his bibliography include titles of fiction, non-fiction, biography, travel, geography, drama, poetry, and magazine articles. He may also explore the pamphlet and picture files. Perhaps he may get class members to contribute to a picture file that he is making. A folder of news items of current happenings in Sweden will be interesting to keep. Help him to be critical of the titles he selects to read. The alert teacher finds opportunities for the student to contribute to the class from his increased information. Any student who organizes his reading program in this manner, usually is very satisfied with the results.

One could intersperse the regular magazine or book library day with a browsing day. The field for browsing is limited to the subject matter of the unit or problem. From such days, teachers may get considerable insight into the reading materials that appeal to their students. It may be effective to have library committees in each class. These can be changed every two or three weeks. In time all students will have the experience of selecting titles from the card catalog, *The Reader's Guide*, the reference books, etc.; of locating these books in the library; and of assembling them for the use of the class. All directions for browsing will be given in the class room the day before; how students are to proceed; the values to be derived from such a day; motivation for the reading; if a report is to be made, explanation of the requirement. One report form used by teachers calls for this brief but significant information.

Author..... Call number.....
 Title.....
 Publisher.....
 Comment on content.....

Kind of book—Encircle one:

Biography—Non-fiction—Drama—
 Poetry—Travel—Geography

Your opinion about the book—Encircle One:

Excellent—Good—Fair—Poor

Would you like to read the rest of the book?—Encircle one:

Yes—No—Uncertain

From a report of this kind the teacher will very soon have a bibliography that will reveal student interests in reading.

Another interesting way of working on a browsing day is to have the class library committee select for each five or six students some ten to fifteen resources related to the unit of work or problem, placing these materials on tables. During the class hour each student will examine as many of the books, magazines, reference books, pictures, pamphlets, etc. as possible. This examination might include reading the table of contents, any statements made by the author, the introduction, looking at the pictures, seeing if there are chapter or book bibliographies, reading a bit here and there. He could compare five authors dealing with the same topic. He then leaves a note with the teacher as to which material he thinks most helpful for the study of the problem. Teachers usually have over-night sign-out slips for students to fill out and insert in the card pocket. The book may then be called for at the library at the close of the day. This procedure will encourage students to continue reading along the lines of interest.

Just what results should one expect from time spent in browsing?

For the first few times, even though the teacher has given very careful directions, the students will not know how to browse. Help will be needed during the library hours. The habit of examining several books on one subject should be encouraged. How to locate additional references through the use of the chapter and book bibliographies should be indicated. Where to look to find information about the authors should be called to the students' attention. Use of the *Reader's Guide* and the card catalog as time-saving skills should be encouraged. Competent librarians are only too glad to teach the use of these and other aids to classes. Reference books can be located and examined, pamphlet and picture files can be investigated. Teachers, wishing to save themselves much time throughout the semester, find that the use of class time to develop skills in the use of the library pays high dividends.

There are many possibilities for variety in the use of the library. An imaginative, creative teacher can easily get at the library skills program. Guide or work sheets can be prepared that will require the student to locate, examine, and report on materials available in the library on a specific problem or unit of work. One such work sheet which was used quite regularly at the former University High School indicates how one can learn to be an independent and efficient worker in any library. Through the repetition, over six years of time, of activities similar to the ones indicated on the work sheet, students will learn where to look for materials without wasting time, how to locate them, how to evaluate and select those best suited to their specific purposes, and how to organize them for oral or written presentation. Similar work sheets will utilize the resources of the public library. The librarian there will be glad to give time to these students who will soon become the adult users of the com-

munity library. Here again it is this feeling of at-homeness in the library and the sense of security that comes from knowing how to make use of all the resources in the library that are the most significant results to be achieved.

Many other procedures and techniques could be described. The foregoing are suggestive of the ways and means of planning and carrying out library programs in social studies classes.

Two incidents related to the problems of reading and the use of the library, furnish much food for thought not only for social studies teachers, but for all teachers. One was a question by a visitor in a social studies class—a question which carried an implied criticism. It was "You know, it seems to me that all I ever hear in social studies classes are questions and answers and more questions and answers. Don't social studies teachers ever let students read enough to get some ideas before they permit them to begin discussion?" The other was a comment made by a student to the librarian in his branch library. He had come to get information on his assignment, Should the United States Join the League of Nations? He worked carefully and methodically. He was competent in locating material and critical in the selection of what he used. He read intelligently, frequently referring back to the previous statements, and often he re-read the teacher's assignment. Finally he closed the books and made this comment to the librarian, "You know, if every teacher made you want to know the answer and you couldn't get the answer without doing some reading and more thinking, I guess we'd all be better educated."

A well planned and skillfully executed library program in social studies will contribute to better reading, better thinking, better usage of all library resources. It's worth while.

EXPLORATION IN THE LIBRARY

Name _____ Class _____
 Date _____ Period _____
 Topic _____

To enable you to find your way about the library easily and with purpose this hour is to be spent in performing certain exercises that have to do with the materials that you will be using in your social studies courses this semester. These exercises do not need to be answered in order. Work to avoid crowding in any one place. All exercises must be finished before the assignment will be considered completed.

Exercise I

- A. Using the *Card Catalog* locate the names of three authors writing on your topic. Go to the bookshelves, locate these books, list them here by:

<u>Call Number</u>	<u>Author</u>	<u>Title</u>
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- B. Using the *Card Catalog* locate other topics which will give additional information on your topic.

<u>Call Number</u>	<u>Author</u>	<u>Title</u>
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- C. Using the *Card Catalog* you will discover that there are two kinds of Catalog cards which will refer you to other subjects. One of these cards will refer you to the subject heading under which the book has been cataloged (Excavations see Archaeology). The other card will refer you to additional material by listing related subjects (Archaeology see also Primitive Man) and will be found at the back of all the cards having the same subject heading. Not all topics will have see or see also cards. Does your topic have one or both of these cards?

See card _____

See also card _____

Exercise II

Locate the *Cumulative Book Index*. Does it list any books on your topic? If so, name one.

Exercise III

Using the *Reader's Guide* locate the names of three authors who wrote something on your topic. Give the following information for each author: Title, Author, Magazine, Volume, Page, Date. Open the *Reader's Guide* to the inside front cover and the page facing it. Note the helpful information that you find there.

<u>Author</u>	<u>Magazine</u>	<u>Title</u>	<u>Vol.</u>	<u>Pages</u>	<u>Date</u>
---------------	-----------------	--------------	-------------	--------------	-------------

Exercise IV

Get the *Statesman's Yearbook*, the *American Yearbook*, or the *World Almanac* from the section set aside for Reference Books. Locate the index. Look for information about California and enter here three facts that you find.

Exercise V

Take the *Who's Who* or *Who's Who in America* from the Reference Shelf. Locate and indicate below the names of three people whom you have heard about and in which *Who's Who* you found them. Are these people alive today?

Exercise VI

Take from the Reference Shelf either *Living Authors* or *Authors Today and Yesterday* and locate the author of a book you have read recently. Give the author's name, reference, page, and one interesting fact gained from this reading.

Exercise VII

Locate an Atlas, or see the books in sections 24 and 25 of the library under the library classification of 910. Or if you wish you may use the index volume, No. 24, of the Encyclopedia which also contains an atlas. What type of material is given on your topic? Give name of Atlas used and the page on which this material is found.

Atlas..... pp.....

Exercise VIII

Where are the Encyclopedias located in our library? (Shelf numbers and library classification)

Exercise IX

Go to the Dictionary. A new 2nd edition of Webster is located in the loan desk. Locate the words History, Social, Political, Economic. Copy here the definition of *the word* that describes the course you are taking.

Do the same for the word Problems.

Exercise X

Locate the *Encyclopedia of Social Sciences*. When might you use material found here?

List three subjects treated in this Encyclopedia.

Exercise XI

Using the *World Almanac* list the five largest cities in the United States.

Indicate who is one of the judges in the Federal Circuit Court of the 9th District Headquarters..... Who is postmaster of Oakland, California?

Exercise XII

To familiarize yourself with the shelving of magazines in the Library, locate the following magazines:

- | | |
|-------------------------|--------------------------|
| 1. Atlantic | 6. Life |
| 2. Christian Century | 7. Monthly Labor Review |
| 3. Congressional Digest | 8. National Geographic |
| 4. Fortune | 9. Reader's Digest |
| 5. Harpers | 10. United Nations World |

Exercise XIII

Locate the pamphlet cases in the aisle leading into Room 38. Is there a set of materials on your topic? If so, list one title.

Exercise XIV

Are there pictures in the picture collection relating to your topic?

THE SCHOOL LIBRARY: YESTERDAY, TODAY, TOMORROW . . .

Yesterday

Our first school libraries were organized as miniature public libraries, patterned after them in form and function, serving only those students who by chance or teacher assignments came that way. Entrance to the library was handled with an intricate system of library and hall passes in keeping with the administrative emphasis upon strict management, then in vogue. For a student to enter the library from a classroom or the study hall in the middle of the period would have been enough to call for an investigation. Most students came only because of the need to make an "outside book report" from specified books carefully classified as to grade and subject matter. In this assigned reading, too much emphasis was placed upon the amount read and not enough upon the nature of the things read, nor how it contributed to the actual needs of the growing youth.

The library was isolated from the school, often physically as well as functionally. The librarian handled none of the departmental supplementary books which were never catalogued, but went directly to the classroom shelves or the teacher's closet. There was a great "to-do" about distinguishing classroom reference books from library books.

The safety of library books was placed above their use and the librarian hovered over her stock so that the year's end inventory would show practically no loss of books.

Today

Today's school librarian has moved out into the classroom scene, helping teachers to haul into their rooms assorted stacks of books for this or that unit of work. A double set of cards in the pockets enables the librarian to keep track of the set of books and the teacher allows them to

HAROLD SPEARS,

Curriculum Coordinator, San Francisco
Public Schools

circulate freely. The books have been selected by teacher and librarian for present interests and to stimulate new and growing ones. Thus the English classes turned from the intensive digestion of the classics, find time for a more extensive reading program springing from present-day affairs and geared to individual differences. The classics that once commanded eight weeks' attention now are given two or three in the manner of reading for interest, and the weeks saved provide time for the extensive reading of more diversified materials. Thus the required outside reading and the monthly book report pass out of existence as teachers make room for extensive reading.

It is no longer considered a trespass upon recitation time for a teacher to allow students to browse among and sample books in the classroom as well as in the library. Here they are given an opportunity to move up to higher appreciation plateaus. Easy access to the library at all times is provided for all students.

As the librarian extends her service outward, she helps determine shelf needs in the classrooms for use of books there. All books used in the school are ordered as a part of the library budget, there being close cooperation of departments with the librarian in this matter. Every book acquired by the school is catalogued by the librarian to assure maximum use. Book jackets find their way into the classrooms where from bulletin boards they encourage greater circulation. Good salesmanship is practiced by the librarian and her staff of student helpers. The personal tastes and needs of a maximum number of students will mean an increased circulation and a greater

service which the library can render the school.

The librarian serves teacher as well as student. She suggests, recommends, and follows up, keeping abreast of textbooks as well as supplementary material. She knows the relative merits of each and how well they fit into the various units of instruction. She is a great help to the beginning teacher. She keeps abreast of the curriculum experiments around the school such as the two hour combination course replacing the separate subjects of English and history. Through the knowledge of her library textbooks and supplementary books she is able to suggest instructional material.

The librarian of today is a teacher as she takes classes and smaller groups into the library for instruction in its use. This work is geared as closely as possible to the immediate classroom needs of the student. Through her teaching the student learns how to use books, to find material, organize it, and thus he returns to his classrooms with his subject matter ready to be correlated with his present interest and needs.

She is aware of the fact that a school library should never replace the public library in the life of the student and working with the teachers the school librarian is seeking to establish habits of public library attendance while the student is still under school care, thus insuring future growth and developing interests for years to come.

Tomorrow

Great as has been the improvement of the school library of today over that of its infant beginning, the future holds promise of a far greater role. The important part the school librarian and the school library will play in the future cannot be ignored; the possibilities are unlimited. The library will become the center of the instructional program and will house all types of instructional ma-

terial. The librarian in close contact with the teachers recommends strip film, radio programs, or recordings as quickly as she recommends a book to the teacher or classes who come for help in the planning of their work. Individual needs, special interests, student problems which the librarian can help to solve will be given even greater attention than today. Her role will bring her into the closest contact with all members of the teaching staff and every member of the student body.

This new approach recognizes two requisites:

(1) Improved physical make-up of our libraries.

(2) Sufficient clerical help.

Our present single congested library room devoted exclusively to the printed page must give way to a series of rooms devoted to activities which center around library needs. Thus in one anteroom small groups of students may retire to reshew a motion picture, a strip film or some slides that pertain to classroom work underway. This service is considered just as essential as providing an encyclopedia for student research purposes. In another anteroom individuals or a small group of students may retire to replay a record or a set of records related to classroom work. Foreign language, history, literature, and other subject fields call for such service. To these smaller rooms go committee meetings where some book consultation is necessary, small groups finding or writing classroom plays, planning or finding material for debates or just to work cooperatively out of the range of the "shush" that has proved necessary in the larger hall.

This library of tomorrow is designed with an inviting home-like atmosphere or as we wish home to be. Easy chairs, table lamps, and inviting reading books are among the features.

Sufficient clerical help is supplied

(Continued on page 24)

THE LIBRARY AND AUDIO-VISUAL INSTRUCTIONAL MATERIALS . . .

Modern education may have started with the invention of printing, but a revolution took place when audio-visual aids came into being. Moreover, I believe that this term, audio-visual aids, is ill-chosen, since the materials available for use in the instructional fields include "everything"—and not only those which are audible or visible.

The teacher has at her command the blackboard, the bulletin board, the film strip, the film slide, transcriptions, pamphlets, and books. She does not limit herself to one of these means but rather she combines them in any number of ways to make worthwhile educative experiences for boys and girls.

What is a worthwhile educative experience, you ask? One that is long remembered, one that is a *LIVING* experience, one in which the student himself makes a contribution. It is not something learned from a book, and given back verbatim to the teacher. Therefore, the good teacher makes every learning experience a vital thing which her students will long remember and in which each one of them takes an active part.

The good teacher also looks around to discover what methods she can use to make learning easier, better, and quicker. She wants to use every type of approach, even television, but she finds to her sorrow that education has so far only caught up with radio. It has not even heard of television.

But you are asking, "Where is the place of the library in this program?" The beginning of every program is the "book" and where you find the "book", you find the library. These new trends in education have brought about an emphasis not only on subject matter, but on "concepts". We must use every available means to teach "concepts" and one of the most efficient ways yet discovered is

ALLISON J. McNAY

Assistant Supervisor, Los Angeles
City Schools

(Synopsis of the address presented at Fresno, March 13, on the occasion of the Eighth Annual State Meeting of the School Library Association of California.)

the "book". It is the basic starting point. We use many other instructional tools to carry out the idea of the "book".

Educational films are playing a tremendous part in the education of our youth. Their use was explored during the last war and their value discovered.

However, the schools have the tremendous responsibility of checking the quality of motion pictures produced and of watching the caliber of radio and television programs. We are the only organized group which can influence this quality and it is up to us to see that our youth is served the best of all possible fares both as education and as entertainment.

Audio-visual aids have produced a cafeteria of learning materials which properly belong to the library and which for maximum use must be handled by the librarian. I predict that in a surprisingly short time new inventions will cause those materials to become better and better and their cost less and less.

The library must house them, the librarian must see that they are made available to every teacher and student in the school. No longer can the school afford not to have available for use all possible materials relating to learning experiences. The librarian is the only person who is fully equipped to do the job of housing, handling, and dispensing these materials. She is the connecting link between teachers and students, assisting them in their choice of materials, be it book, film, record or slide.

DOES IT MATTER WHAT WE READ? . . .

Very Reverend James G. Dowling:

There is a school of liberal thought today which teaches that it does not matter what we read, what we say, what we believe, what we think, or what we do. "This is a free country," they say, "and it is great to be an American and read and do and act as we please." This is dangerous thinking. To such people liberty is not a sacred right and duty. It is license to do as we please. They forget that the rights and privileges we enjoy as Americans come from God. They forget, too, that every right implies a corresponding obligation. Freedom of the press means the God-given right to spread the truth through the written word. It does not mean the liberty to spread that which is false and to stir up hatreds through the written word.

You who are librarians have a great responsibility to see to it that the men and women of America's tomorrow will be citizens who have been grounded in truth and who will act in accordance with that same truth which alone can make men free and keep America safe for the enjoyment of our God-given rights and freedom.

Very Reverend James M. Malloch:

School librarians should do all in their power to get students to read as widely and comprehensively in literature as possible. Let this be my special contribution to the thought of this program. Dr. James B. Conant, President of Harvard University, trisects the educational curriculum into accumulative knowledge, philosophy, and poetry. Accumulative knowledge includes experimental science, mathematics, special portions of linguistics, history, and the social sciences, and such developments in the field of philosophy as symbolic logic. Philosophy includes not only synthesis of the particular

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sciences but also their application to practical life. It would include law, political science, the study of labor relations and business management, as well as metaphysics.

Dr. Conant's third division, poetry, embraces all the fine arts, including the literature of power which inspires us to use the literature of knowledge in living the good and abundant life.

The high calling of the school librarian is to help the student read widely in all these fields, to use the printed page to grow into the best possible human being and member of human society. It makes a great deal of difference what we read.

Doctor David L. Greenberg:

The literature we read helps accentuate the mood of the times in which we live. Those who write are stimulated by the events which have left their imprint on human minds. They mirror the shape of the human soul and the uneasiness with which it responds to the actions of present day society. The books we read condition in large measure the outlook with which we face the realities of everyday living.

What one reads must not be divorced from the realities of life. But just as the individual must properly balance his diet to maintain the physical fitness of his body, so must his thinking be provided with the positive approach to life that will afford him emotional stability and maturity.

What we read must give balance to our lives, and those who wield the pen and those who prescribe for a reading public are obligated to give substance and meaning to the dictum of Ibsen, who said: "We must learn to love the truths men hate and to hate the lies men love."

THE LIBRARY AND AUDIO-VISUAL INSTRUCTIONAL MATERIALS . . .

Modern education may have started with the invention of printing, but a revolution took place when audio-visual aids came into being. Moreover, I believe that this term, audio-visual aids, is ill-chosen, since the materials available for use in the instructional fields include "everything"—and not only those which are audible or visible.

The teacher has at her command the blackboard, the bulletin board, the film strip, the film slide, transcriptions, pamphlets, and books. She does not limit herself to one of these means but rather she combines them in any number of ways to make worthwhile educative experiences for boys and girls.

What is a worthwhile educative experience, you ask? One that is long remembered, one that is a LIVING experience, one in which the student himself makes a contribution. It is not something learned from a book, and given back verbatim to the teacher. Therefore, the good teacher makes every learning experience a vital thing which her students will long remember and in which each one of them takes an active part.

The good teacher also looks around to discover what methods she can use to make learning easier, better, and quicker. She wants to use every type of approach, even television, but she finds to her sorrow that education has so far only caught up with radio. It has not even heard of television.

But you are asking, "Where is the place of the library in this program?" The beginning of every program is the "book" and where you find the "book", you find the library. These new trends in education have brought about an emphasis not only on subject matter, but on "concepts". We must use every available means to teach "concepts" and one of the most efficient ways yet discovered is

ALLISON J. McNAY

Assistant Supervisor, Los Angeles
City Schools

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IF I WERE A LIBRARIAN . . .

If I were a librarian I would have to re-evaluate my thinking and my duties in terms of post war trends in the United States. Perhaps the most important question would be how I could maintain my belief in complete freedom of thought and at the same time conform to certain kinds of censorship which are now apparent in many aspects of our professional lives. My philosophy would make it essential that I select materials that were worthwhile and that would present all sides of controversial issues. Once I had clarified my thinking, I would consider how best to serve my high school patrons.

Actually it seems to me that my most important function would be to select the best materials possible. These should be within the reading range of the lower I. Q. groups and at the same time they should be of sufficient worth and authenticity to stimulate the thinking of the most capable students. The books should be as recent as is consistent with accuracy and authoritativeness. They should be in readable type and as attractive in format as the budget will permit.

The selection of magazine material is even more important. Because magazines carry the discussions of controversial issues, it would be necessary for me to select them most carefully. I would make certain that all shades of political and social thinking were represented; yet I would try to avoid disapproval of censorship from my superiors or from my community.

In a discussion of the selection of materials there is an implication that some materials should be rejected or discarded. To a librarian's desk must come many pamphlets that are slanted economically, socially, and politically. These I would reject no matter how attractive their formats were. Also to the librarian's desk

BLANCHE L. GARRISON

Dorsey High School, Los Angeles

must come many "gifts" of outmoded books. These, too, I would reject unless they were of real worth. The third aspect of discarding books would be more painful to me, but I would force myself to throw out obsolete or untimely materials to make room for newer books. This would need to be done more thoroughly two or three years after a great war than at any other time. So many of the war journals are now too dated to be read with pleasure.

Once my selections were received, I would try to make them easily available to the students and the teachers. This would necessitate prompt processing and special shelving together with lists of new books and possible book reviews in the library or in the school newspaper. I would guard against making the library a museum, a place where books may be looked at but never used. Having an orderly soul, I would have to endure a certain amount of untidiness so that my young people would have the freedom of the library. My greatest pride would be a wide and varied circulation of all kinds of books—and the ever-increasing circulation would be an index of my success as a librarian.

To make young people enthusiastic about reading, it would be necessary to make their teachers enthusiastic. A teacher who makes reading a way of life has no difficulty in stimulating his students to do likewise. If the librarian can "get" her faculty, she will have no difficulty in reaching the students. Each teacher would be consulted about the books in his given field before I ordered new ones. Occasionally I would ask him about a given book. I would try to make it a policy for each teacher to read the

library shelves so that he would know the materials in his related subject areas as well as in his own area. And above all else, I would maintain a faculty library on a rental basis for the teacher to keep up-to-date on current books. One kind of reading leads to another.

If I were a librarian, I would teach my students to be independent library users. Instruction through English, social studies, and science classes would facilitate this. Additional work in the library with actual catalog cards and special reference books early in the student's high school career would make him an easy and proficient library user. I would not cater to individual needs too readily, for it would defeat the purpose of the earlier library instruction. Nor would I give too much personal service to the teachers and for the same reasons. I would not consider my job well-done if the teachers and students were not able to serve themselves.

If it were at all practicable, I would try to open the library for student use within a day or so after school opened, and I would try to keep it open within a day or two of the end of each term. If it were necessary to close for a book inventory, I would do this during the middle of the term rather than later. It is at these times the students and the teachers need the library more than in the course of the semester when they have their textbooks to help them. Similarly I would keep the library open for before and after school use as well as noon use. Also being a firm believer in extra compensation for extra service, I would seek additional or overtime pay. Surely this kind of service is as worth extension pay as is athletic coaching.

Speaking of textbooks! I would not waste library money on textbooks. Usually there are inadequate funds for collateral and reference

materials, and these would be my chief concern as a librarian. Furthermore the librarian can help balance the point-of-view of certain textbook authors by a wise selection of such supplementary materials. Likewise rigid conformity or overemphasis on the part of a teacher could be varied and enlarged by a wealth of enrichment material.

For my own sake as well as for the welfare of my students, I would guard against being bogged down by the clerical tasks involved in overdue books, thefts, and the like—these problems are not the librarian's alone. The school administration and the faculty should help me build the right attitude toward these library citizenship problems.

In addition, I would try to give a certain amount of individual guidance to the pupils whose interests and attitudes indicated that they would profit by my personal attention. This would be a great source of satisfaction to me.

Finally, in my small way, I would feel that in making all kinds of materials available to young people, I would be supporting a great predecessor, John Milton, who in his *Areopagetica* first proclaimed that to destroy a good book was worse than to destroy its writer. The destruction of a book is the destruction of the essence of the best thinking of the man. Likewise I would identify myself with Thornton Wilder's Mr. Antrobus in *The Skin of Our Teeth*. Having been beset by every natural disaster imaginable and by his own folly having multiplied these disasters, Mr. Antrobus always knew that mankind could survive and re-establish its world so long as the great books were preserved.

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NEW DIRECTION IN THE SCHOOL LIBRARY . . .

That last week of the semester! Oh, for a fillip to leave students with a pleasant feeling and to sharpen their tired sensibilities!

One of the answers to this recurrent problem has been found at Audubon Junior High School, where for the past three semesters the library has been a focal point of inspiration and stimulation to students and teachers alike during the last crowded days. It began with a realization on the part of the librarian that the library was suddenly unresponsive to students during the time it was necessary, perforce, to gather in the books and other materials so that housekeeping might be set in order. It was decided to try during this time some means of utilizing the library which would yield creative results.

Audio-visual materials naturally came to mind. In looking over catalogs of the newer record albums for young people, it appeared that here, at least, might be found one solution. In the spirit of experimentation, the librarian purchased a newly released album of Longfellow's poetry, *The Children's Hour*, because she felt that the test of hearing poetry might reveal more interesting results than if the selection were of straight story narration. The clear, resonant voice of Donald Crisp, accompanied by orchestra, was a fresh approach to Longfellow which the visiting classes of students thoroughly appreciated and which amazed some of the teachers who had considered his poetry hackneyed, or at least a little out of fashion.

In Los Angeles city schools there is a smooth-working program whereby each school has an audio-visual representative or coordinator who orders materials from the main center (a section of the Curriculum Division), who trains a crew of students to help with the mechanics of

ESTHER C. WALDRON

Library Staff, Los Angeles City College

running the equipment, and so forth. This leaves the person in charge free to introduce the project and to observe reactions of students.

Another time, several transcriptions of dramatized teen-age stories sponsored by the Junior Leagues of America were previewed, to the delight of Audubon students. These included *In the Days of Marco Polo*, *Master Skylark* (based on Shakespeare's boyhood), and *Falcon, Fly Back* and *Boy Knight of Reims* (both stories of the middle ages in France). The boys and girls were given opportunities to discuss the material, and there has been a noticeable interest in these stories ever since.

One of the most significant by-products of this type of activity has been the expressed desire of students to share their record albums. As a result, at the last semester end, the adaptation of *The Count of Monte Cristo* was lent by a student. It was played many times throughout the last week of school and held several hundred students enthralled. Many of them begged for more story hours of this type. There is an added something in coming to the library which gives these experiences a social, artistic, and spiritual content, perhaps not otherwise to be had.

Another activity in the Audubon library which has resulted in the enrichment of the personal lives of the boys and girls is one dealing with modern illustration of children's books. This project has now become an outstanding experience each semester and has provided a medium for teaching principles of art appreciation.

In cooperation with the art department, the librarian makes a selection of books from the library's

collection and from students' own libraries. These books displayed on tables in the main room, give the place the atmosphere of a book fair.

Certain similarities between illustrators or contrasts in their style are shown in the arrangement. For example, Vera Boek's wood engravings in *The Little Magic Horse*, in *Bow Bells*, and *The Ring and the Riddle* are shown alongside those of Artzybasheff's *Aesop's Fables* and *Gay-Neck*, to show their successful and similar use of this medium.

Grouped are the works of such husband-and-wife teams as the D'Aulaires, Mr. and Mrs. W. H. Robinson, and the Petershams. Fortunately, the library owns two original charcoal drawings made by Irene Robinson to illustrate *Ancient Animals*. As nearly as possible, illustrators are dealt with as people—in most cases living people—who are interested in boys and girls. Their craft is explained and exemplified in as many ways as possible to whet the interest of students and to get them to look at the pictures from a new point of view.

Helen Sewell's technique in *Blue Barns* and *The Boat Children of Canton* is akin to that of Lynd Ward's distinguished work in *The Cat Who Went to Heaven*, *Johnny Tremain*, *Ching-Li and the Dragon*, and other books. James Daugherty's *Daniel Boone*, *Poor Richard*, and *Abraham Lincoln* seem to catch the same virile spirit that Edward A. Wilson has shown in the Heritage edition of *Treasure Island*.

Successful portrayals of animals are likewise grouped together, among whom are Dorothy Lathrop, Clare T. Newberry, and Diana Thorne. Horses are great favorites with junior high school students, and they enjoy seeing Clarence W. Anderson's and Paul Brown's horse books.

Usually, from twenty-five to thirty-five illustrators are chosen. The plan is by no means static. Any librarian,

armed with such a book as the newly published *Illustrators of Children's Books*, compiled by Bertha E. Mahoney and others (Horn Book, Boston, 1947), could bring together an exhibit from any school library collection and create similar interest.

Students from the art classes come in groups of twenty to thirty to study and examine the displays. Because of her special interest in the field of typography and bookmaking, the librarian leads the boys and girls to look for certain artistic effects in the page layouts, use of color, bindings, and illustrations appropriate to the text. Students are encouraged to compare prices of certain poorly printed books with some of those meeting all of the requirements of good bookmaking.

Further, as a class project, they make reports on the individual illustrators. When biographical and other materials are not available in the library, they learn the use of the publishers' catalogues and other aids. Often they write to publishers for book jackets and other information. They become acquainted with articles in the *Horn Book* and *Young Wings*. In a few cases, they have written to illustrators themselves.

As a result, there has been built up in the library a reference file on illustrators which is proving useful to subsequent classes. Also, it is useful to the librarian in planning additional purchases of books.

Another by-product is the stimulation of interest in student ownership of good editions, well chosen. It is pointed out that the price of a book may be within reasonable limits and still have merit in format and illustration. In fact, many "dime store" editions are shown and compared with more expensive ones.

Boys and girls have also become more aware of books as physical facts, and are more careful of them. It has been noted that there has been

(Continued on page 24)

THE YEAR IN RETROSPECT: THE STATE . . .

The School Library Association of California exists as a centralizing influence, bringing together and pooling the professional efforts of the Northern Section and the Southern Section of the Association. To accomplish this end the annual meeting of the State Association is necessarily the integrating event of the year. This is the only time when the membership at large meets to become better acquainted personally, to share professional problems, and by so sharing them, to try to work out tenable solutions that may further the advancement of school librarianship in California.

The State Executive Council this year voted to have a spring meeting rather than the usual autumn one, due to the fact that A.L.A. had so recently met in San Francisco. Since Fresno graciously welcomed the Association and was centrally located for the travelling convenience of both sections, the meeting was scheduled there for the week-end of March 13-14. The theme selected for the meeting was the relation of the library to the curriculum.

Many people worked together for the success of the meeting. The program chairman, Mrs. Edith Schroeder, and her committee, deserve the thanks of the Association. However, it would have been difficult to function without the able planning of the local chairman, Melissa Fuller, and her hard working committee members. The publicity chairman, Barton Knowles, made his contribution in seeing that magazines, newspapers and bulletins carried announcements of the conference.

Many of our members are active in other organizations. They represent us both when they serve in other capacities, as well as when they attend meetings specifically as S.L.A.C. members. Our Vice President, Ben Evans, for example, is also Vice

BESS LANDFEAR

President, School Library Association
of California

President of the California Library Association. Miss Helen Iredell, President of the Southern Section, attended the midwinter meeting of the C.T.A., acting for the State President who was unable to attend. Miss Jessie Boyd was asked to represent S.L.A.C. at the midwinter meeting of the A.L.A.

Every member of our Association takes pride in the nomination of Miss Jasmine Britton to the A.L.A. Executive Council, since it is an honor to have one of our members serving in this capacity. Miss Marjorie Schramling is serving on a joint committee of the N.E.A. and A.L.A. which is recommending that the educational requirements of every secondary teacher include courses in Books for Young People and How to Use the Library.

Mrs. Maurine Hardin, the State Secretary, and the President attended the Governor's Conference on Youth Welfare to which our Association had been invited. 1600 representatives of agencies working with youth were present at this conference, to which came many representatives of the young people themselves to participate actively in the discussions. Pamphlets covering the findings of all sections and discussions have been printed and are now available for distribution through the California Youth Authority in Sacramento.

This, in brief, is a report of some of the activities of the State Association and its membership. The President is grateful for the honor of working with the Section Presidents and their officers, and is humbly appreciative of the effective and friendly cooperation of the State officers and committees as well as that of the membership.

THE YEAR IN RETROSPECT: NORTHERN SECTION . . .

This year has been encouraging and significant for the many opportunities afforded for exercising mutual cooperativeness and for capitalizing convergent idealism. This holds true both in relationships with our affiliated organizations as also within our own organization.

The current year's work officially began in the midst of a national convention. Just as the new officers for 1947-48 were about to be seated, along came A.L.A. to San Francisco. Activities in hostessing and participating in this convention enriched our membership experience.

At the time of our fall meeting at Santa Cruz, October 4-5, another venture in cooperation presented itself when we joined with our affiliate, C.L.A., in various activities and in the General Sessions of its Three-Northern-Districts Annual Meeting. During this time at a Special Session we launched our program of curriculum-audio-visual problems.

Later in October, the 24-26, public relations of our organization were again brought into play when we participated in the Asilomar, Sixth Annual Training Conference of another of our affiliates, the C.T.A. Here again, the awareness of facing similar problems helped to foster a certain unity and strength of purpose.

During November 26-29, work with still another National Convention, the NCTE in San Francisco, brought both our organization and individuals representing it high praise and true inspiration. Particularly gratifying was the picture of the valuable work of the librarians as guides in the selection of books.

During all this time since the beginning of our 1947-48 year, the work of our officers and committee people steadily progressed. Overly-busy librarians from the various areas generously and loyally agreed

HARRIET BAKER

President, Northern Section

to serve, and promptly set to work on immediate and long-term projects, —often at considerable personal expense and self-sacrifice.

All along, the treasurer and the membership chairman have worked closely together and, although handicapped by the necessity of a second ballot to establish dues for the year, have enlisted over 200 members.

In addition to promptly auditing the books, the Auditing Committee has been hopefully investigating the possibility of establishing an addressograph file for expediting principally the work of the program, bulletin, and membership committees, respectively. The Budget Committee has carefully weighed the needs of each committee and appropriated the necessary funds.

This year the Audio-Visual Committee has charted the tie-up of the audio-visual with the instructional program as practiced in San Francisco Schools.

Supplementing the excellent work of other years, a number of bibliographies have been in progress. The Elementary Committee is offering an annotated bibliography, *Literature of the U.S.A.: Old and New*. This has been arranged with the "intention of aiding teachers and children in the study of the social sciences, and of stimulating interest and understanding of the living conditions and of the cultures of the peoples of the U.S." The Junior High Committee is preparing a selective list of books that will be of real value for use in connection with the California Centennial. The Senior High Committee has a brief annotated bibliography of teaching materials under way.

The History and Records Committee, while continuing to cover its

field, has felt the need of establishing what types of material and how much should be permanently filed. Prime essentials now appear to include "sets of the Bulletin, the Minutes, Programs of Meetings, and completed 'Black Books'".

The Program Committee has been attempting to help meet major problems and to bring light to bear on these through work of our own members, with the aid of as much outside talent as the budget and circumstances permit. Consistent with this, will be the Annual Meeting. Katherine Pedley of our organization will speak on "The Librarian and the School Shop", and Mr. Everett V. O'Rourke of the California Department of Secondary Education, will be ready to discuss the curriculum in terms of needs, interests, and abilities.

The Publicity Committee has written a number of reports and announcements for professional journals.

Happily this year the Book Committee, inactive since the beginning of the war, has again assumed responsibility for a regular series of monthly, Saturday morning, stimulating book-review breakfasts. The luncheon staging this comeback could not have been more effective. Flying to the West Coast for the occasion came a true sportsman, John R. Tunis, who was appropriately introduced by his long time friend and admirer, Howard Pease. As Mr. Tunis simply and modestly spoke of how he writes, the full measure of his greatness as a writer and as a man became more and more impressive.

The excellent work of the State Officers, the close coordination and the oneness of aim and purpose of the Northern and Southern Sections, and the cordial relationships throughout the whole, all speak in their own wholesome terms. For the good of the organization and for the sake of

the members, this is a true source of gratitude and satisfaction.

Now the Nominating Committee has completed its work of securing people to serve during the coming year. Through them and with the continued full-membership cooperation which they unquestioningly will merit and will receive, much can be accomplished in advancing the highest type of librarianship, in establishing the rightful place of school libraries and school librarians, in achieving adequate professional help and adequate clerical help, in furthering librarians' creative work in guidance in books and reading, and in generally solving the problems of the utilization of the school library of today's world.

LIBRARY TRAINING QUESTIONNAIRE...

In 1946, the Professional Committee of the S.L.A.C., Northern Section, sent a questionnaire to California school librarians who had received special credentials in school librarianship from California library schools between the years of 1935 and 1946. The purpose of the survey was to determine, in so far as possible, the adequacy of the training for this particular type of work. The Committee hoped that the results would be helpful in the planning of future library courses.

It was suggested that the original tabulated report would be of general interest. The present Professional Committee developed an article which appeared in the February 15th issue of the *Library Journal*, page 296, under the heading *No. Calif. school library group investigates adequacy of training*. Those interested can secure a copy of the original report by sending ten cents in coin or stamps to Miss Marguerite Grayson, Commerce High School Library, San Francisco.

THE YEAR IN RETROSPECT: SOUTHERN SECTION . . .

Though the general pattern of the Southern Section's activities remains the same, reports of committees from year to year illustrate the variety of programs possible within that pattern. The activities and interests of our members have been so varied, their work in the Association and on various committees so fruitful that it is impossible with justice to single out all the workers who have made worthwhile contributions to our progress.

With the inspiration received at the A.L.A. Conference in San Francisco, we approached the new school year with enthusiasm. Of invaluable aid to both officers and committee chairmen has been the completed Manual, the work of Miss Alice Stoeltzing and her committee. So useful is it, that we wonder how we ever managed without it.

The growth of our organization has been most satisfying. Under the chairmanship of Miss Marjorie Schramling, our membership committee reported in February an all-time high of 233 members. Our public relationship has been handled in a most gratifying manner by our Publicity Chairman, Miss Alice Torkelsen, who has managed to get excellent publicity from educational publications and Southern California newspapers that were glad to handle the notices of our many meetings and give adequate space to our activities.

Most inspiring of our many gatherings were the informal monthly Book Breakfasts which lured from 60 to 140 librarians and guests to the various meetings. Public librarians, members of U.S.C. Library School, teachers and counselors have been frequent visitors. Our distinguished speakers have included Mr. Wellington G. Pierce, author of *Youth Comes of Age*, and Adrienne Stone, biographer of Hawaii's much-

HELEN IREDELL
President, Southern Section

loved Queen. Our Book Breakfast Committee, chairmaned by Miss Elizabeth Williams, can be congratulated upon so successful an undertaking.

In December the annual Institute Meeting and luncheon replaced the Book Breakfast. Doris Gates Hall, beloved author of *Blue Willow*, and Mr. Carey Wilson, producer of *Green Dolphin Street*, inspired and entertained some two hundred members and friends. Guests at the luncheon included Miss Althea Warren and Gudrun Thorne-Thomsen. To the chairman of the Social Committee, Miss Nance O'Neill, and Miss Camille Baxter, chairman of the Program Committee, goes the credit for this delightful affair.

On of the highlights of the year was the special recruitment meeting which was planned and directed by Miss Florence Riniker, Professional Committee Chairman, and Miss Margaret Jackson, Vice-President. Two hundred and fifty high school and college students, teachers, and counselors were guests of our library group at beautiful Pomona College where most convincing speakers presented to the young people the librarian's work in the various institutions which need such services.

Another special event for our members is the C.L.A. Southern Section Spring Meeting, for each year we are invited to participate in one session which is planned around our needs. In the conference this Spring, Miss Margaret Jackson will represent us on the panel: Youth's Bill of Rights.

As the Southern Section grows and expands, it becomes increasingly necessary to have a historian to preserve records, to keep account of important activities, and to record the faithful services of loyal workers in the cause of our organization. Miss

Hope Potter, Miss Ella Morgan, Miss Marjorie Van Deusen, and Miss Florence Williams are members of the committee appointed to compile the history of this Section. No date has been set for the completion of the task, but we look forward eagerly to seeing this record of our past achievements.

In this chronicle, there must be mention of the outstanding work of Miss Marjorie Van Deusen, our first A.L.A. Council representative, who completes her term this year; of Miss Winifred Andrews, who completes her fourth year as the Section's C.T.A. representative. For both, these have been years of interesting participation but time-giving effort.

The school librarians of Los Angeles deserve a generous space in this outline of our Section's activities, for it is they who carry the chief responsibility for the success of the organization. However, it is the cheerful response and the active participation of the whole group which in the end spells the success of the Southern Section of S.L.A.C.

Cover Picture . . .

Each year during American Education Week the members of the Library Club of the Bret Harte Jr. High School, Oakland, plan exhibits of their favorite books. The students taking part in the project display on amazing creative ability coupled with a faithfulness to minute detail. The reward for the librarian, Marguerite R. Kirschman, is the "run" on the library for those books whose titles are exhibited.

This month's cover was exhibited by Peder Christiansen, H9. With an exceedingly simple background, his arrangement of real rocks, sand, and succulents created a feeling of loneliness such as Mr. Tschiffely must have experienced in his Andean travels, so entertainingly told by him in his *Tale of Two Horses*.

The School Library . . .

(Continued from page 13)

the librarian in the development of this comprehensive program. In the school that encompasses these possibilities two full-time librarians are certainly none too many. In the past fifteen years, so much personnel has been added in dean's offices and guidance positions in the high schools to care for maladjusted students, it is high time we were spending more of our funds for leaders of instructional improvement. Enriching classroom programs is a positive approach that will in time erase the need of such great expenditures for personnel positions set up to treat the negative aspects of our traditional programs. It is the library which best fulfills the great possibilities for human enrichment and constructive guidance.

New Direction . . .

(Continued from page 19)

a gradual lessening of thoughtless mutilation and other careless handling. There is no doubt that enthusiasm can be treated by exposure to beautiful things. Even the slow learner is aware of the inner excitement reflected by those more fortunate than he.

It seems evident that, in America, scientific education is far ahead of artistic culture and general knowledge. If Americans are to rid themselves of the standardized mediocrity so evident in many fields, it would be well to consider how judgment and discrimination may be cultivated by boys and girls in school. Even the seemingly small matter of choosing a book to give away or to keep for one's own involves esthetic principles. In adding its jot in this respect, the Audubon library hopes to have a significant, even though small, part in raising the general level of artistic appreciation.

TRICKS OF THE TRADE . . .

In this last issue of the Bulletin for this year the editors wish to extend to everyone a great, big "thank-you" for the wonderful cooperation and help they received from the membership at large who so willingly sent in the suggestions which made possible this page of short-cuts. If you discover any tricks this summer, don't forget to send them on to the new editor, Miss Marjorie Fullwood, Administration Building, Long Beach Public Schools, Long Beach. She'll welcome your ideas as eagerly as I did. And again, my personal thanks!

Why not try:

Preventing Blobs or Polka Dot Effects on books with a high shellac finish by first lightly erasing the spot to be lettered with an ordinary pencil eraser? LOUISE ROEWKAMP OF THE EAST LOS ANGELES JUNIOR COLLEGE, LOS ANGELES has found this practice most efficacious.

Turning an Old Picture Book Into a New One by simply pasting its book jacket over the worn cover and tucking in neatly about $\frac{1}{2}$ " on the inside? ELIZABETH WILLIAMS, ASSISTANT SUPERVISOR, LIBRARY AND TEXTBOOK SECTION, LOS ANGELES CITY SCHOOLS, writes that on the cardboard variety of books, it works like a charm! She adds that the new mystic tape can be put along the back of the binding to prevent wear and, presto, you have a picture book that looks like new again!

Increasing the Life of Your Unabridged Dictionary by using the following fine trick also sent in by ELIZABETH WILLIAMS? She writes, "Have you ever noticed where your unabridged dictionaries show the first and worst wear? It's the first ten pages, the last five pages and some of the color chart pages. This wear (and tear) can be cut down immeasurably by chiffroning these pages. The pages are covered with paste (National Adhesive Dry Paste) and the

chiffon is put down very smoothly. The tricky part is to dry it by rubbing scrap paper over it until all moisture is absorbed. It must be left overnight before trimming and then you will have a beautiful transparent finish that makes wear almost impossible! The new nylon chiffon is even finer and better. Try it!"

Controlling Overdues by publishing at intervals in the school bulletin the list of those who are in arrears with the library? The names are arranged alphabetically with the note "Not to be admitted to regular classes until they have presented clearance slips from the librarian". NORMA G. HAGE OF MONROVIA-ARCADIA-DUARTE HIGH SCHOOL, MONROVIA finds this is one way of making this perennial problem less burdensome and of keeping the number of delinquent students down to a minimum.

Insisting Upon Overdue Fines Being Paid at the time the book is returned, another "finance" practice found valuable by ESTHER SCHUSTER OF BANCROFT JUNIOR HIGH SCHOOL, LOS ANGELES? She says that this eliminates any "charge accounts" and the resulting bookkeeping which can be so bothersome.

Choosing Your Desk Clerk by Competition as does JULIA A. WEBBER OF MEMORIAL JUNIOR HIGH SCHOOL, SAN DIEGO? She gives an eighty-question test, in completion form, to contestants for the position of desk clerk and follows that up by an actual tryout. She believes that reserving this position for 9th graders who have worked in the library before encourages workers to return to work in the library for more than one year. Requiring them to first make good on other positions, such as shelving, increases their interest, raises the quality of their work, and gives them a more realistic and thorough knowledge of the reasons behind rules enforced by

the desk clerk. The objective test reduces the subjective element in the choice of desk clerk and serves to prove to the workers that they are fit or unfit for the job.

Getting Full Use From Rebound Books which are not so presentable for library shelves by presenting them to classrooms for use until they are finally discarded? BRILLA LLOYD OF RICHARD HENRY DANA SCHOOL, SAN PEDRO has earned the sincere thanks of her teachers and students by this thoughtful action. She also says that classrooms far removed from the library (and slow groups too) appreciate an encyclopedia set in their room for daily use.

Having Office Practice Students Type all the pockets and cards for new books, a short-cut used by ROSE GRIEGAIN of WILSON HIGH SCHOOL, LOS ANGELES? She also sent along a good method of handling bindery books. When any book needs to go to bindery, she measures the book, writes its size on the pocket, tears the pocket out and puts the book on the bindery shelf. In this way she has the book ready for bindery and a record of the number of books to be sent by the number of pockets she has.

Doubling Your Shelf Room by employing the trick of the month sent in by NANCE O'NEALL OF MANUAL ARTS HIGH SCHOOL, LOS ANGELES? It is not a device especially restricted to library work but can be used for home consumption too. Miss O'Neall writes, "I always look with envy on the space which is wasted in cupboards with non-movable shelves. In order to utilize this, I make a removable shelf. All you need is a board (for the shelf) and four equal-length sticks (for legs). Assemble the shelf by nailing the legs on the corners and then place the shelf in the desired spot. Presto, you have twice as much shelf room and you have not damaged any school property."

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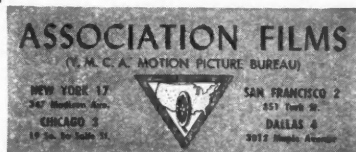
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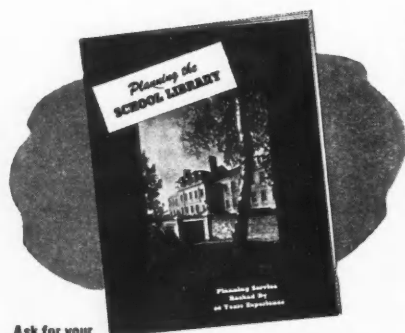
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